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ABSTRACT

The U.S. Commissioner of Education introduced career education (CE) as a formal concept in the 1970s. The first formal CE efforts were concentrated on demonstration projects in grades K-12. In the 1980s and beyond, government and private agencies, business and industry, labor, commerce, education, citizenry, nonprofit associations, and others continued to support CE. CE's mission is to advance and enhance individuals' productivity and satisfaction through connections of career, education, and work throughout the lifespan. The basic model of CE includes career awareness, exploration, decision making and planning, preparation, entry, maintenance, and progression. The following are among the CE model's characteristics: (1) CE is serially keyed to developmental stages; (2) CE stresses both basic and academic learning; (3) CE focuses on attitudes, information and knowledge, skills, and their applications; (4) CE views school as a workplace, considers the paid and nonpaid aspects of work, and differentiates between work values and occupational values; and (5) CE recognizes the need for lifelong learning and renewable development of multiple skills and competencies. CE offerings vary in different locations depending on the characteristics and needs of specific situations. (The bibliography lists 13 references. A list of 22 American Association for Career Education 1997-2001 citations for CE initiatives is appended.) (MN)

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American Association for Career Education

AAE Distinguished Member Series on Career Education **A Perspective on Career Education in the U.S.A.** **Pat Nellor Wickwire**

Career education was introduced as a formal concept in the 1970s by the U.S. Commissioner of Education (Marland, 1971). Sidney L. Marland, Jr., presented career education as a top priority of education reform, and argued for coordinates in education and employment experience and performance. Four delivery models were proposed: school-based, employer-based, home-based, and residential-based. Largely because of available funding sources, the first formal career education efforts were concentrated on demonstration projects in grades kindergarten through 12. In 1974, the U.S. Office of Career Education opened, and demonstration projects were conducted with funds from the Elementary and Secondary Education Act of 1974; from 1978 through 1981, the Career Education Incentive Act provided for federal authorization and appropriation. Kenneth B. Hoyt served as Director of the U.S. Office of Career Education from 1974 through 1983.

The major commercial publication to spearhead the career education movement was *Career Education: What It Is and How to Do It* (Hoyt, Evans, Mackin, & Magnum, 1972). Career education was defined as:

the total effort of public education and the broader community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value system, and to implement them into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (p. 15)

With field input and consensus conferences, local implementation, and national and state leadership activities, career education was further defined and refined in theory and practice. The federal government position was published in *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education* (Hoyt, 1975), and explicated in a series of monographs. Entities of education were encouraged to initiate, plan, implement, and evaluate career education activities, projects, and programs. A primary emphasis, with supportive federal funding channeled through states, was placed on local efforts with tested applications and direct delivery to students.

Evaluation was an expected component. In a review of evaluation studies, Enderlein (1976) reported positive findings for students in information about occupations, attitudes and knowledge about work, career decision making and planning, and career maturity. Hamilton and Mitchell (1978) reviewed studies which involved comparison groups or standards, and reported gains in awareness of career, economics, and jobs; knowledge of self, environment, economics, work, decision making, adjustment to work and employment, career clusters, and opportunities for education and training; work attitudes; and basic, employability, and career decision-making skills. Hoyt and High (1982) synthesized 984 studies completed between 1970 and 1980, and reported growth in self-understanding, oral communication, and basic skills; understanding of educational and vocational opportunities, and understanding and appreciation of private enterprise, personal work values, nonstereotyping of career choice; and skills in career decision making and seeking, finding, getting, and holding jobs. The Far West Laboratory for Educational Research and Development (1984) prepared a summary of 23 career education programs classified as effective in educational change by the U.S. Department of Education Joint

Address invited for the World Congress Commemoration of the 50th Anniversary of the International Association for Educational and Vocational Guidance, and presented September 20, 2001, at UNESCO, Paris, France.

Dissemination Review Panel, and 27 career education programs classified as promising practices with positive findings.

Continued Federal and Nationwide Leadership

In the 1980s and beyond, government and private agencies, business and industry, labor, commerce, education, citizenry, nonprofit associations, and others continued to support career education. Federal leadership extended career education in various forms. The federal government authorized and appropriated funds for singular efforts, such as tech prep and school-to-work. Vocational education and training continued. The Educational Resources Information Clearinghouse (ERIC) on Adult, Career, and Vocational Education provided for continued publication of professional information through practice application briefs, digests, trends and issues alerts, literature reviews, and other documents. ERIC Counseling and Student Services offered support, as did other ERIC sites. The National Skill Standards Board was formed, and granted contracts to develop industry-specific sets of skills, performance indicators, assessment protocols, and career clusters. Provisions for one-stop career centers and welfare-to-work programs occurred. The implementation of the Workforce Investment Act is currently in development.

The U.S. Department of Labor, the U.S. Department of Education, and their state counterparts worked together to develop and implement some programs. Some states, for example, Ohio and Michigan, further delineated their state and local efforts. The Secretary's Commission on Necessary Skills (SCANS) (1991) of the U.S. Department of Labor examined current and future work needs, and identified factors of strategy, production, hiring and human resources, job ladders, and training for the high-performance workplace. SCANS related these to education, and specifically noted necessary personal qualities; basic, thinking, and interpersonal skills; and skills in working with resources, information, systems, and technology. Others (see, for example, Marshall & Tucker, 1991) wrote of anticipated futures and career, education, and work relationships.

Numerous organizations demonstrated commitment to career education. In 1981, the American Association for Career Education was incorporated as a nonprofit association to serve as a point for connecting concepts and applications, brokering information, and supporting relationships for those from all segments of society interested in career, education, and work. The National Career Education Leaders' Communication Network published a newsletter six times annually. States, for example, Ohio and California, developed career education associations. The National Career Development Association continued efforts in career development, counseling, and guidance. The National Association for Industry-Education Cooperation continued emphasis on the relationship of business-industry and education. The National Center for the Study of History continued publication of career exploration and planning materials. The Youth Policy Institute devoted publications and projects to the totality of career education. The National Consortium for State Guidance Leadership implemented the multi-year Planning for Life Program under the auspices of the U.S. Army. The multi-year Counseling for High Skills Project operated under a grant from the DeWitt Wallace-Reader's Digest Fund. Numerous other organizations contributed to the development of career education, for example, the National Alliance of Business, emphasis on business-education partnerships; Women's American ORT, sponsorship of career education programs and activities; National Association of Manufacturers, surveys of employers regarding available and necessary skills; National Center on Education and the Economy, development of assessment instruments; Committee on Economic Development, collaborative outreach; and National Association of Female Executives and American Society of Association Executives, sponsorship of job shadowing.

The Mission

The mission of career education is to advance and enhance the productivity and satisfaction of individuals through connections of career, education, and work throughout the life span. Desired results include improved career awareness, exploration, and decision making; increased employability, adaptability, and promotability skills; increased understanding of the relationships of education and work, and, thus, more informed choices; the inclusion of work as a meaningful portion of lifestyle; reduced stereotyping and increased freedom of choice; shared

accountability of education and the private sector through partnerships and collaboration; and the reform of education through the infusion of career education concepts and practices in the classroom and other parts of education. Realization of these goals leads to individual growth, and benefits the economy and the larger society.

Basic Model

The basic model includes career awareness, exploration, decision making and planning, preparation, entry, maintenance, and progression (Woal, 1994). The model is basically serially keyed to developmental stages; concentrates on prevention, development, and enrichment; stresses both basic and academic learning; occurs through formal and informal education and experience; involves community-wide participation; occurs at any and all ages and situations; and is personalized, recyclable, expandable, contractable, and retractable. In the schools, career awareness (grades K-6), career exploration (grades 7-9), career decision making and planning (grades 10-12) are offered, with attention given to career preparation for some students in the later years of high school. Generally, the sequence is from awareness-information to accommodation-skill building to action-applications. The logical cognitive progression of learning may be varied according to individual student needs. Throughout the sequence, students are exposed to greater breadth and depth regarding the self and the career, education, and work environment. Foci are attitudes, information and knowledge, skills, and their applications. School is viewed as a workplace, and the paid and nonpaid aspects of work are considered. Work values and occupational values are seen as differentiated.

Fundamental values include the major influence of career, education, and work in people's lives; the rights and responsibilities of the individual and society to seek connectedness and self-sufficiency; the accessibility of opportunities and options for growth; personal responsibility; self-management; and the necessity for lifelong learning and for the renewable development of multiple skills and competencies. Career education is seen as a viable and contributing vehicle for systems, process, and people change leading to education reform.

Productive Practices

A strong, clear model is essential in the development of career education. In planning, all stakeholders need to be included, with openness of input and feedback, with ownership and accountability, with a team approach, and with institutional, content, and process leadership. Consensus and direction need to be established for a comprehensive program with vision, mission, goals, objectives, activities and tasks, expected and desired outcomes, roles and functions for participants, and desired action flow. In delivery, vertical and lateral integration and articulation of structure, process, content, and relationships throughout the total system yield the greatest effectiveness. In evaluation, both formative and summative, attention to reaction, learning, behavior, results, and outputs is needed. Provision is needed for adaptability, with continuous awareness of changes in the culture of career, work, and education (Hoyt & Wickwire, 2001; Wickwire, 1993, 1997). For example, the current emphases on standards, competencies, assessment, and measurable results for student and worker performance; the diminution of entitlement and implied lifetime employment; and the growth of zigzag career pathing and lateral employment opportunities are likely to have considerable influence.

Career education offerings vary in different locations (see appendix), depending on the characteristics and needs of the situation. For example, emphases may be partnerships between schools and businesses, infusion into overall school curriculum and instruction, comprehensive and sequential programs, and/or single practices. Productive practices include career days, job shadowing, internships, apprenticeships, individual career portfolios, criterion-based assessment with performance indicators, competency mastery and certification, courses for career planning and decision making, assessment of interests keyed to clusters of occupations, focus conferences, collaboration between schools and universities, resource centers, and many others.

Concluding Statement

Since the announced support for career education in 1971, strides have been made in both formal and informal development. In a sense, career education today can be said to be in a stage of

infusion into the thinking and practices of the larger society. Programs, practices, and publications are being activated and adopted not only in education but also in business-industry, community, and other widespread areas of society. The public is assuming ownership. The future appears promising for continuing innovation, excellence, and commitment in career education.

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Appendix
American Association for Career Education
1997-2001 Citations for Career Education Initiatives
Programs, Practices, and Publications That Work

- The ABCs of School Testing**, Joint Committee on Testing Practices, Washington, DC, 2001. Designed to improve the understanding and use of assessment in education.
- American Careers Magazine**, Career Communications, Inc., Overland Park, Kansas, 1997. Designed to help high school students explore careers, interests, and career and educational options.
- The Architecture Curriculum in Middle School Applied Technology Center: A School-University Collaboration**, Boulder Valley Schools, Boulder, Colorado, 1998. Designed to offer learning opportunities regarding careers in architecture to middle school students.
- Arlington County Coalition for Career Education**, Arlington, Virginia, 2001. Designed to provide for community support for systemwide career education in the public schools.
- Boulder Valley School District Middle School Applied Technology Career Centers**, Boulder, Colorado, 1997. Designed to prepare middle school students for the changing demands and career opportunities of the 21st century.
- Career Education Awareness Program**, Louis M. Klein Middle School, Harrison, New York, 1997. Designed to introduce students to careers early in their education.
- Career Encounters Videos: Advanced Practice Nursing, Automotive Technician, Optics and Photonics**, Davis Gray, Inc., Narberth, Pennsylvania, 1997. Designed to inform a broad audience about the potential of careers.
- Career Passport Program**, Cincinnati Public Schools, Cincinnati, Ohio, 1997. Designed to assist students with job seeking, career planning, and making the transition from school to work.
- Career Pathways Program**, Rolla Junior High School, Rolla, Missouri, 2000. Designed to assist students in grade 8 in planning for education, career, and employment through selection of appropriate high school studies.
- Career Planning Center Web Site**, Thomas More College, Crestview Hills, Kentucky, 1999. Designed to offer an interactive resource for students in career planning.
- Connecting to the Community**, Kenmare Alternative High School, Jersey City, New Jersey, 1997. Designed to orient and educate young disadvantaged women about specific aspects of careers as practiced in the work site.
- Educators for Tomorrow Program**, Ector County Independent School District, Odessa, Texas, 1997. Designed to assist students who wish to pursue a career in teaching.
- Enhanced Educators for Tomorrow Program**, Ector County Independent School District, Odessa, Texas, 1998. Designed to assist students interested in pursuing a career in teaching through collaborative school-community instruction and field-based experiences in education.
- Getting Started: Talking with Your Child about Career Choices**, The Ball Foundation, Glen Ellyn, Illinois, 2001. Designed to help parents build a supportive and informed career development network for teenagers.
- An Income of Her Own™ Teen Entrepreneur Conference**, El Monte Unified High School District, El Monte, California, 2000. Designed to introduce female teenagers to the art of entrepreneurship.
- Integration 2000**, Malow Junior High School, Shelby Township, Michigan, 1997. Designed to link industry and education for traditional and hands-on experiences in manufacturing technology.
- Kindergarten Through Grade 12 Comprehensive Career Education Program**, Stroudsburg Area School District, Stroudsburg, Pennsylvania, 2001. Designed to involve educators, parents, and community members in support of intensive, sequential career education.

Life's First Teacher, Central Valley High School, Shasta Lake, California, 2001. Designed to help parents become more effective resources for high school students in work attitudes and occupational decision making.

Manufacturing Technology Academy of Northwest Michigan, Traverse City, Michigan, 1999. Designed to prepare students for technical careers by extending the classroom into the workplace.

National Planning for Life Recognition Program, National Consortium of State Career Guidance Supervisors, Columbus, Ohio, 1998. Designed to identify and recognize schools which offer effective programs to assist students in career planning.

Public and Private Service Community Resource Program, Elk Grove High School, Elk Grove Village, Illinois, 2000. Designed to provide an internship opportunity that offers students structured, mentored, practical, professional field experience while earning academic high school credit.

Trouble in Mother Goose Land, Princeton Junction, New Jersey, 1997. Designed to educate children about conflict resolution, law, and careers.

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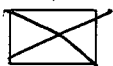
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